



## Batesburg-Leesville Middle School

425 Shealy Road

Batesburg-Leesville, SC

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	470 Students	
<b>Principal</b>	Randall Price	803-532-3831
<b>Superintendent</b>	Dr. J. Chester Floyd	803-532-4423
<b>Board Chair</b>	Craig Caughman	803-532-4423

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Good
2011	Average	Good
2010	Average	Good
2009	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

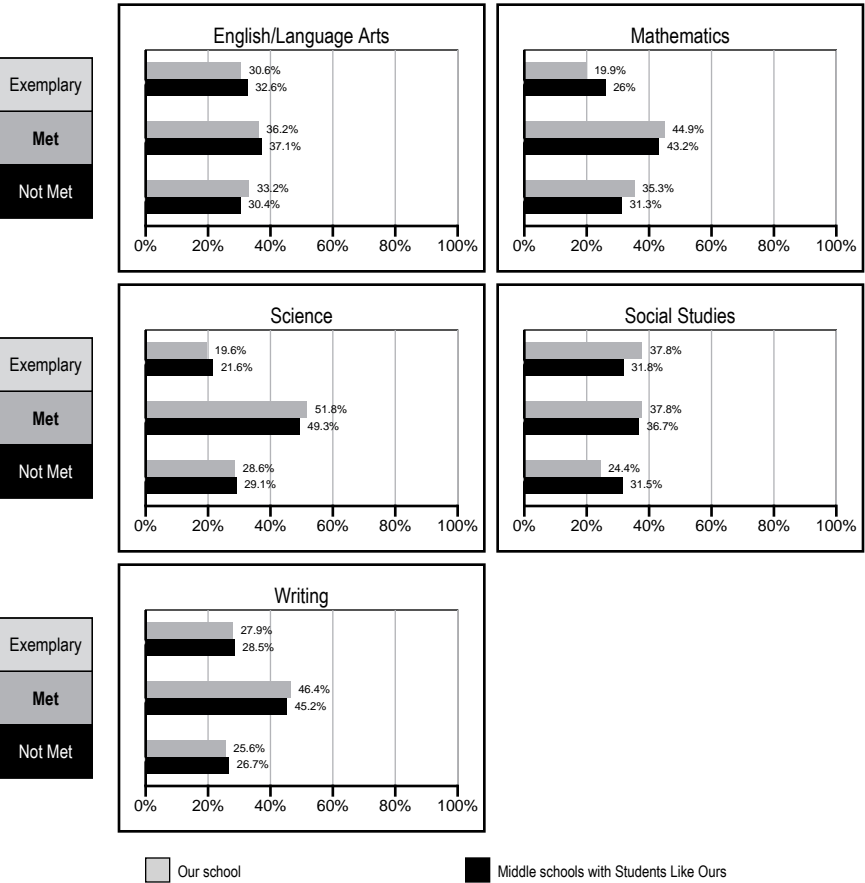
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	10	46	2	0

\* Ratings are calculated with data available by 03/14/2014.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.0%
English 1	100.0%	97.5%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=470)				
Students enrolled in high school credit courses (grades 7 & 8)	63.7%	Down from 89.0%	22.3%	24.6%
Retention rate	1.6%	Up from 0.9%	0.8%	0.6%
Attendance rate	95.5%	Down from 95.7%	95.6%	95.9%
Served by gifted and talented program	20.5%	N/A	18.9%	18.5%
With disabilities	16.0%	N/A	14.0%	13.0%
Older than usual for grade	13.5%	N/A	6.1%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	0.7%	0.6%
Annual dropout rate	0.3%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	58.6%	Down from 66.7%	58.9%	61.5%
Continuing contract teachers	86.2%	Down from 86.7%	76.5%	77.2%
Teachers returning from previous year	87.1%	Up from 83.2%	85.8%	85.9%
Teacher attendance rate	94.5%	Down from 95.8%	94.8%	94.9%
Average teacher salary*	\$47,443	Down 0.7%	\$46,759	\$47,313
Professional development days/teacher	8.4 days	Up from 7.6 days	10.9 days	10.1 days
School				
Principal's years at school	1.0	Down from 4.0	4.5	4.0
Student-teacher ratio in core subjects	22.7 to 1	Down from 24.3 to 1	21.8 to 1	22.1 to 1
Prime instructional time	89.5%	Down from 91.2%	89.1%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.6%	Down from 95.6%	98.2%	99.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,578	Down 8.1%	\$7,063	\$7,239
Percent of expenditures for instruction**	62.0%	Down from 63.1%	63.0%	63.0%
Percent of expenditures for teacher salaries**	61.0%	Up from 60.3%	61.0%	61.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

It has been an exciting year at Batesburg-Leesville Middle School! Our school continues to move forward with our literacy focus and the implementation of Common Core Standards. We are meeting the district mission of "preparing our students for the future, now."

We are emphasizing the necessity of each teacher having a highly effective literacy-based classroom, and our school will continue to strive to obtain the highest achievements in reading and writing. Our teachers have worked tirelessly within their grade level and content area teams to implement an instructional model that is consistent and rigorous. Professional Learning Communities have been in place and the collaboration which has resulted has paid dividends in terms of planning, instruction, and assessments. Batesburg-Leesville Middle school students are now exposed to learning activities that mirror the most relevant and current research-based practices.

This year our school implemented focus teams in the areas of Student Achievement, Literacy, School Climate, Guidance and Support, and Community Relations. Each teacher served on a committee with the task of validating our current practices and worked collaboratively to make our school even more effective. Our teachers were also required to participate in peer review instructional rounds as part of their formal evaluation. Each teacher was challenged to reflect and determine how they could use the observations to enhance their own classroom instruction. All content areas were encouraged to participate in curriculum planning sessions during the summer months to set collective commitments, identify priority standards, and determine classroom non-negotiables. As we progress toward the full adoption of Common Core standards, these practices will prove to be effective and beneficial.

BLMS continued with our PBIS and incentive/recognition programs. PAW Advisory and Panther Academic Support Periods were continued to reinforce and strengthen character education, combat bullying, and offer academic assistance.

The school PTO was very active in support of our students and teachers. They purchased science lab stools, a new laminator, summer reading materials and zoo passes for deployed military families. The School Improvement Council met monthly throughout the year and provided welcomed suggestions and feedback from the parent/community perspective on our total school efforts. Other activities at Batesburg-Leesville Middle School were frequent and diverse. There were the regular athletic and fine arts events, plus events such as the school talent show, school dances, 6th grade orientation, field trips, a Veteran's Day program, a faculty-student basketball game, PASS Rally Day, a Career Fair, Mix-It-Up lunches, Spirit Week, Powder Puff football, and Read-a-Palooza. BLMS also supported Relay for Life, United Way, Palmetto Children's Hospital, Oklahoma Tornado Relief, and the Salkahatchie Summer program.

Batesburg-Leesville Middle School and the BLMS SIC look forward to another rewarding year for 2013-2014. Our students and faculty appreciate your support!

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	140	79
Percent satisfied with learning environment	96.8%	74.3%	83.6%
Percent satisfied with social and physical environment	96.8%	76.1%	68.4%
Percent satisfied with school-home relations	90.4%	84.2%	68.8%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	67.4
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Batesburg-Leesville Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	639.8	633.5	622.0	640.2	100.0	100.0
Male	632.4	627.2	617.2	642.0	100.0	100.0
Female	647.3	639.9	627.3	638.5	100.0	100.0
White	658.7	650.5	639.8	656.2	100.0	100.0
African American	617.7	614.4	602.7	621.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	637.1	624.6	621.4	633.8	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	597.4	592.6	574.3	592.4	100.0	100.0
Limited English Proficient	634.9	625.1	621.2	645.6	N/A	N/A
Subsidized meals	628.0	622.8	610.9	629.6	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	142	100	37.4	28.2	34.4	62.6
	7	154	100	28.8	35.6	35.6	71.2
	8	147	100	32.1	32.9	35	67.9
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	161	100	29	38.1	32.9	71
	7	124	100	29.8	38.7	31.5	70.2
	8	158	100	40.8	31.6	27.6	59.2
Mathematics							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	142	100	35.9	38.9	25.2	64.1
	7	154	100	36.3	43.2	20.5	63.7
	8	147	100	20.7	54.3	25	79.3
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	161	100	36.8	42.6	20.6	63.2
	7	124	100	41.1	41.9	16.9	58.9
	8	158	100	29.6	49.3	21.1	70.4
Science							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	72	100	38.8	53.7	7.5	61.2
	7	153	100	26.2	44.1	29.7	73.8
	8	73	100	11.8	44.1	44.1	88.2
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	82	100	40.5	51.9	7.6	59.5
	7	123	100	23.6	52.8	23.6	76.4
	8	79	98.7	26.3	48.7	25	73.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	70	100	21.9	53.1	25	78.1
	7	154	100	33.6	33.6	32.9	66.4
	8	74	100	27.8	38.9	33.3	72.2
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	79	100	14.5	47.4	38.2	85.5
	7	124	100	29	33.1	37.9	71
	8	80	100	27.3	36.4	36.4	72.7
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	146	99.3	24.8	35.5	39.7	75.2
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	160	100	20.6	51.6	27.7	79.4
	7	125	98.4	34.1	39	26.8	65.9
	8	161	97.5	23.4	47.4	29.2	76.6

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